ChallengesFacing Teachers intheImplementation of Competence-BasedCurriculum in Secondary Schools in Iringa Municipal

Abstract

This study explores challenges facing teachers intheimplementation of a competence-based curriculum in secondary schools in Iringa Municipal, Tanzania. The study employed a Qualitative approach and a case study design. Purposive sampling was used to obtain asample of 47 respondents. Data collection instruments used wereinterviews, focus group discussions,and observation. Data from field was analyzed through thematic analysis. The study came up with the following findingsShortage of time,Limited Knowledge, and Shortage of Teaching and Learning resources. The study came up with suggestions to the government,The Ministry of Education, Science and Technologyshould develop a curriculum that is implementable in order to avoid other education objectives not being reached due to limited time. The Ministry of Education, Science and Technology should go to developed countries to learn from them in order to overcome the challenges encountered in our education system, especially the implementation of a Competence-based Curriculum. There should be follow-up mechanisms by The Ministry of Education, Science and Technology and schools in particular for aCompetence-Based Curriculum teaching approaches offered by secondary school teachers in Tanzania.

Keywords: Competence, Curriculum, Implementation.

Introduction

1.2 Background of the study

Mosha (2012) notes that a competence-basedcurriculum seeks to develop in learners the ability to know, to learn and learn how to learn, to do things, to learn and work with other people. Same to Rutayuga (2010) comments that a competence-basedcurriculum requires a shift from assessing a set of learning contents to assessing each learning outcome. Komba and Mwandanji (2015) observed that teaching and learning strategies are featured by the inquiry that focuses on real-lifephenomena in classroom, outdoor, and laboratory activities through which students are given to investigate and construct their own truths. International research on competence-based education by Brislow and Patrick (2014) revealed that Finland's education system iswidely acknowledged as one of the best qualities compared to other systems in the world with a

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competence-basedsystem. Teachers assess their students extensively through ongoingperformance-based, formative assessmentsand performance tasks are used which require the students to demonstrate what they know and can do.

Generally, competence-baseddevelopment occurswhen learners engage in practical activities. In a competency-basedcurriculum, teaching and learning requirestudents' engagementin various practical experiences(in and outside the classroom) that give opportunity to apply their knowledge and skills to solve problems. Competence-basedassessment is a way to measure a competency for a vocational skill, to prove their competence; the learner must demonstrate an ability to work.

Historically competence-basedwas started early 1970s when competence-basedemerged for the first time in the United States of America (Richard & Rogers, 2001).Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s (Wolf, 2001). Similarly, Komba and Mwandanji (2015) Australia adopted the competence-basedcurriculum in the 1990s.Other countries adopted competence-basedcurriculadue to globalization. In Africa competence-basedcurriculum was introduced inSouth Africa in 1998.

In theUnited States of America, the history of competency- based programs in higher education is distinguished by three overall phases: (a) innovative teacher education programs in the 1960s and beyond; (b) vocational education programs in the 1970s and beyond; and (c) more recent programs over the last decade and a half, particularly those taking advantage of online or hybrid models, advances in adaptive learning technology, or direct assessment. The initiation of CBE per se has been traced to 1968 in US higher education, when 10 colleges and universities were funded by the US Office of Education to develop training programs for elementary school teachers (Tuxworth, 1994;Klein-Collins, 2012;Ford, 2014). This pilot program, which represents the first phase of competency-basedmodels in higher education, was part of broader efforts to reform teacher education in the 1960s, specifically to improve teacher preparation and the accountability of teacher education programs. These pilot CBE programs initiated the first widespread use of the word "competency" in association with learning and teaching (Ford, 2014). In addition, several key characteristics associated with current CBE programs were prevalent in these training programs, including the specification of competencies to be learned (including what a learner should be able to do), the modularization of instruction, the use of

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evaluation and feedback, and the personalization of instruction (Tuxworth, 1994;Ford, 2014, p. 110).

Japan, launched a major curriculum reform the following year, in 1998. Keita Takayama saw the reform as a competence-based curriculum (2013) in line with the OECD's vision, and certainly, the OECD described it favourably (OECD, 2012). However, it is difficult to know exactly how the reform concepts translate into French or English. Japan promoted the reform under the slogan (ikiruchikara) "zest for living", referring to the hope that it would encourage an eagerness to learn. A new section of the curriculum called "Integrated Study", aimed to "foster children's ability and quality to find a theme, think, judge and solve a problem on their own; and enable children to think about their own life, urging them to explore subjects with creativity"(OECD, 2012: 188), goals that faintly echo the OECD's key competencies. However, sensitivity to PISA results and national testing introduced in 2007 narrowed the original focus to formal schooling (Takayama, 2013).

In Africa soon after, in 1997, South Africa launched a curriculum reform that was labeled "outcomes-basededucation" which, as mentioned above, some analysts interpreted as a competence-based approach (Chisholm &Leyendecker, 2008; Malcolm, 1999). In the same spirit, South Africa cast its new curriculum as a complete rupture from the former system and its pedagogy (Jansen, 1999), linking closely with learner-cantered instruction and constructivist approaches to learning newly emerging from apartheid, a decade after its introduction the reform was widely contested within the country even while South Africa was exporting it to other countries in the region (Chisolm, 2007), and outcomes-based curriculum was officially abandoned in 2010 (Chisolm, 2015: 411).

In Kenya, a Competence-basedCurriculum wasintroduced in 2017 to replace the 8-4-4 Education system. Scholars have identified a number of strengths in the competency-basedlearning approach which Kenya hopes will accompany its implementation which started in 2017. Competency-basedcurricula are flexible as their structure depends on the individual learner. Learners learn in order to know and apply what they learn and not to compete against others. They learn as a team work and sharing of resources for mutual benefit and not hide books from others or pluck out relevant pages. The 8-4-4 and 7-4-3-3 Education systems suffered a lot because of forcedslow learners to repeat and fast learners to stay in one class the whole year even

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when they had mastered everything in the class. The 8-4-4 system was criticised for too much focus on summative tests, examinations, and competition. The system burdened the learner with cramming and passing exams. The system used a point system at theprimary and secondary levels to admit students to the next level, which eliminated many learners from the system. Students who received less than 250 marks in KCPE had little chance of moving to good secondary schools. Students who received less than aD+ in KCSE had very little chance of moving to the next level and were often regarded as having failed. In the 2018 KCSE examination results over 140,000 candidates received D and below. The high wastage at primary and secondary school terminal examinations was one of its weakest points. The CBC has the potential to avoid such pitfalls of throwing learners out of the education system prematurely(Amutabi, 2019).

In Tanzania, a competence-basedcurriculum was presented in 2005 following the curriculum review process. The revised curriculum was characterized by the following; first it emphasized competence development than acquisition of content knowledge (MoEC, 2005).Secondly, the curriculum emphasized the use of learner-centred activities-basedpedagogy during teaching and learning processes. The pedagogy should direct the use of participatory teaching and learning strategies as much as possible to help learners demonstrate self-esteem, confidence and assertiveness (MoEC, 2005).Third emphasized the use of formative assessment focused on target competencies. According to Kitta and Tillya (2010). The revised curriculum emphasized teachers to assess student achievement frequently using authentic assessment methods focusing on set of knowledge, skills and attitude.

2.0 Literature Review.

This section presents the literature review relevant to assessment of implementation of Competence Based Curriculum. It provides Theoretical Framework of the Study based onSocial Constructivism.

2.1 Theoretical framework of the study

The study was guided bySocial Constructivism theory.Constructivism is an important learning theory that educators use to help their students to learn. The theory was introduced by Jean

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Piaget in 1896 -1980.Constructivism is based on the idea that people actively construct or make their own knowledge, and the reality is determined by your experiences as a learner. Social constructivism focuses on thecollaborative nature of learning; knowledge develops from how people interact with each other, their culture, and society at large. Students rely on othersto help create their building blocks, and learning from others helps them to construct their own knowledge and reality. Social constructivism comes from Lev Vygotsky, and closely connected to cognitive constructivism with the added element of societal and peer influence.

Constructivists hold that integrating information, connecting it to personal prior knowledge and cognitively processing it are the keys to achieving meaning or understanding. Additionally, they think that social engagement and conversation are the best ways for students to learn because they provide them with the chance to compare and contrast their understandings with those of others (John, 2016).

3.0 Materials and Methods

This study employed a case study design. The study engaged, education officers in secondary schools, headmasters or head mistress, teachers, and students from public secondaryschools. Also,the Qualitative research approach was employed in this study because it involved the collection of a wealth of narrative data and visual data in a naturalistic setting and giving interaction between one person and another person. The study was conducted at Iringa Municipal in selected three public secondary schools. Samples of 47 informants were involved. Additionally,interviews, focus group discussions, and observation were used as data collection methods. Data collected were analyzed thematically.

4.0 Findings

4.1 Challenges Facing Teachers in the Implementation of Competence-Based Curriculum in Secondary Schools in Iringa Municipal

Different challenges have been noted during the implementation of the Competence Based Curriculum in Iringa Municipality such as Shortage of time,Limited Knowledge, and Shortage of Teaching and Learning resources. Each of the challenges noted is explained in detailhereunder.

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4.1.2 Shortage of time

Different challenges have been noted while implementinga Competence Based Curriculum in Iringa Municipality. The researcher asked secondary school teachers from the schools visited to identify the challenges they face during the teaching and learning process using Competence Curriculum approaches, the following were their voices:

> Competence-basedCurriculum implementation becomes difficult due to the limited time allocated, for instance, my subject hastopics that need to be covered within a single academic year, ifI use Competence-basedCurriculum methods I will find that all listed topics in the syllabus are not entirely finished. (Interviewed held with Civics teacher from school A).

Additionally,theBiology teacher of school B said that;

> It is time-consumingto use Competence Based Curriculum teaching techniques/methods like presentation and portfolio because they demand a lot of time. (Interviewed held with Biology teacher from school B).

The above interview held by a Civicsteacher from school A said that a Competence Based Curriculum is difficult to implement because of the time allocated to that subject, If he usesCompetence Based Curriculum methods he will delay to cover all topics. So teachers use traditional methods in order to cover all their topics on time. Also, interview was held with a Biology teacher from school A the findings show that competence-basedbased consumesa lot of time by using Competence-basedCurriculum methods like presentation and portfolio.

4.1.3 Limited Knowledge

Limited knowledge among secondary school teachers hasbeen mentioned by teachers as one of the challenges that cause the implementation of a Competence Curriculum to be difficult. Teachers are less informed about the Competence Based Curriculum and therefore application of Competence Based Curriculum methods become impossible. The interview supports this statement:

> Iam incompetent in using Competent Based Curriculum methods when teaching my students and therefore I opt to use content-based methods to rescue the situation. (Interviewed held with Biology teacher from school A).

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The above quotationrevealed that the teacher is incompetent in usingCompetence Based methods so he opts to use content-basedmethods to rescue the situation which is not good for students achievement's. So he lacks enough knowledge on how to practice the Competence Based Curriculum.;

Additionally, a Physics teacher from school B said:

> Different Competence Curriculum methods and approaches are well known and very popular, but the issue thatcomes to me is the limited knowledge I have on how to use them.(Interviewed held with Physics teacher from school B)

The above finding revealed that teachers have some knowledge of Competence-Based methods and approaches but lack knowledge on how to use them forstudents, it implies that teacherslack enough knowledge on how to practice to students. So teacher needs enough knowledge toimplement a competence-basedCurriculum.

4.1.4 Shortage of Teaching and Learning Resources

Shortages of Teaching and Learning resources have been a big challenge facing secondary school teachers in implementinga Competence Based Curriculum in Iringa Municipality. Most visited schools face overcrowded classrooms shortage of teaching and learning facilities, particularly the ICT tools. For the matter of evidence, the following interviews with teachers, heads of schools, and secondary school education officers prove this statement:

> Imagine my class consists of more than sixty (60) students where others don't even have chairs and desks; now in that situation how can teaching and learning by using Competence-based methods like group discussion and presentation be successful in a class like this? I think the answer is NO. (Interviewed held with Basic Mathematics teacher from school A).

The above quotation shows that in the classroom,there arenot enough chairs and desks, and that situation hindersthe application of Competent Curriculum methods like group discussion and presentation. So,to implement a competence-based Based Curriculum it needs enough learning resources.

Additionally, a Chemistry teacher from school B said:

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> In today's time, science and technology have developed to a great extent. Teaching and learning of Competence Based Curriculum is integrated with ICT technology. Still, unfortunately enough my schools don't have even a single computer except a tablet, which I obtained from the government in recent times. Therefore, it becomes difficult to use tools like projectors, sound recorders,etc. which are highly recommended as Competency Based Curriculum teaching and learning Aids. (Interviewed held with Chemistry teacher from school B).

The above quotation shows that the school lacks computers, projectors, and sound recorders which help inthe application of a Competence-based curriculum, so, it implies that a lack of ICT technology hinders teachers from usingCompetence-based to their students in the classroom and outside the classroom.

5.0 Conclusions and Recommendations

Three (3) main challenges face teachers during the implementation of a Competence Based Curriculum. These challenges are a shortage of time, limited knowledge about the Competence Based Curriculum, and a shortage of teaching and learning resources. In need of time, the teachers claimed that if they rely on using a competent Curriculum they cannot finish the topics on time. Thus, at the end of the academic year, they find themselves leaving the students to sit in their final examinations with unfinished/untaught cases. In limited knowledge about Competence Based Curriculum, the teachers revealed little knowledge about Competence Based Curriculum. They hence caused them not to use it or to use it partially or wrongly. A shortage of teaching and learning resources, involving shortage of infrastructures to support teaching and learning using Competence Based Curriculum like scarcity of chairs and desks, teaching and learning rooms/classes, lack of ICT tools and equipment and shortage of funds allocated by the government to the education sector. Implementation of Competence Based Curriculum should go hand in hand with preparations of suitable/conducive environments or requirements.

Teaching and learning environments which support the use of Competence Based Curriculum approaches should well be prepared by the government and other education stakeholders so as to enable teachers to implement Competence Based Curriculum successfully.

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The Ministry of Education, science and technology should develop a curriculum which is implementable in order to avoid other education objectives not to be reached due to limited time.

The Ministry of Education, science and technology should go to developed countries to learn from them in order to overcome the challenges encountered in our education system, especially implementation of Competence based Curriculum.

There should be follow-up mechanisms by The Ministry of Education, science and technology and schools in particular for Competence Based Curriculum teaching approaches offered by secondary school teachers in Tanzania

Similar studies should be conducted on other parts on an assessment of the implementation of Competence Based Curriculum in Tanzania.

Another study should be conducted to examine how teachers training colleges and universities in Tanzania, Train teachers about Competence Based Curriculum in secondary schools.

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Abstract

This study explores teachers' challenges in implementing a competence-based curriculum in secondary schools in Iringa Municipal, Tanzania. The Study employed a Qualitative approach and a case study design. Purposive sampling was used to obtain a sample of 47 respondents. Data collection instruments used were interviews, focus group discussions, and observation. Data from the field was analyzed through thematic analysis. The Study came up with the following findings: Shortage of time, Limited Knowledge, and Shortage of Teaching and Learning resources. The Study suggested to the government that the Ministry of Education, Science, and Technology should develop an implementable curriculum to ensure other education objectives are reached due to limited time. The Ministry of Education, Science, and Technology should go to

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developed countries to learn from them to overcome the challenges encountered in our education system, especially the implementation of a Competence-based Curriculum. There should be follow-up mechanisms by The Ministry of Education, Science and Technology and schools in particular for Competence-Based Curriculum teaching approaches offered by secondary school teachers in Tanzania.

Keywords: Competence, Curriculum, Implementation.

Introduction

1.2 Background of the Study

Mosha (2012) notes that a competence-based curriculum seeks to develop in learners the ability to know, learn, and learn how to learn, do things, learn, and work with others. Rutayuga (2010) comments that a competence-based curriculum requires a shift from assessing a set of teaching contents to evaluating each learning outcome. Komba and Mwandanji (2015) observed that teaching and learning strategies are featured by the inquiry that focuses on real-life phenomena in classroom, outdoor, and laboratory activities through which students can investigate and construct their truths. International research on competence-based education by Brislow and Patrick (2014) revealed that Finland's education system is widely acknowledged as one of the best qualities compared to other systems in the world with a competence-based system. Teachers assess their students extensively through ongoing performance-based, formative assessments and performance tasks requiring them to demonstrate what they know and can do.

Generally, competence-based development occurs when learners engage in practical activities. In a competency-based curriculum, teaching and learning require students' engagement in various practical experiences (in and outside the classroom) that allow them to apply their knowledge and skills to solve problems. Competence-based assessment is a way to measure competency for a vocational skill; to prove their competence, the learner must demonstrate an ability to work.

Historically, competence-based was started in the early 1970s when competence-based emerged for the first time in the United States of America (Richard & Rogers, 2001). After that,

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the movement spread into European countries such as the United Kingdom and Germany in the 1980s (Wolf, 2001). Similarly, Komba and Mwandanji (2015) Australia adopted the competence-based curriculum in the 1990s. Other countries adopted competence-based curricula due to globalization. In Africa a competence-based curriculum was introduced in South Africa in 1998.

In the United States of America, the history of competency-based programs in higher education is distinguished by three overall phases:

Innovative teacher education programs in the 1960s and beyond.

Vocational education programs in the 1970s and beyond.

More recent programs over the last decade, particularly those taking advantage of online or hybrid models, advances in adaptive learning technology, or direct assessment.

The initiation of CBE per se has been traced to 1968 in US higher education, when the US Office of Education funded ten colleges and universities to develop training programs for elementary school teachers (Tuxworth, 1994; Klein-Collins, 2012; Ford, 2014). This pilot program, which represents the first phase of competency-based models in higher education, was part of broader efforts to reform teacher education in the 1960s, specifically to improve teacher preparation and the accountability of teacher education programs. These pilot CBE programs initiated the first widespread use of the word "competency" associated with learning and teaching (Ford, 2014). In addition, several key characteristics associated with current CBE programs were prevalent in these training programs, including the specification of competencies to be learned (including what a learner should be able to do), the modularization of instruction, the use of evaluation and feedback, and the personalization of education (Tuxworth, 1994; Ford, 2014, p. 110).

Japan launched a major curriculum reform the following year, in 1998. Keita Takayama saw the reform as a competence-based curriculum (2013) in line with the OECD's vision, and indeed, the OECD described it favorably (OECD, 2012). However, knowing exactly how the reform concepts translate into French or English is difficult. Japan promoted

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In Africa soon after, in 1997, South Africa launched a curriculum reform labeled "outcomes-based education," which, as mentioned above, some analysts interpreted as a competence-based approach (Chisholm &Leyendecker, 2008; Malcolm, 1999). In the same spirit, South Africa cast its new curriculum as a complete rupture from the former system and its pedagogy (Jansen, 1999), linking closely with learner-cantered instruction and constructivist approaches to learning newly emerging from apartheid, a decade after its introduction the reform was widely contested within the country even while South Africa was exporting it to other countries in the region (Chisolm, 2007), and outcomes-based curriculum was officially abandoned in 2010 (Chisolm, 2015, p. 411).

In Kenya, a Competence-based Curriculum was introduced in 2017 to replace the 8-4-4 Education system. Scholars have identified several strengths in the competency-based learning approach, which Kenya hopes will accompany its implementation, which started in 2017. Competency-based curricula are flexible as their structure depends on the individual learner.

Learners learn to know and apply what they learn and not to compete against others. They learn as a team, work and share resources for mutual benefit, and do not hide books from others or pluck out relevant pages. The 8-4-4 and 7-4-3-3 Education systems suffered a lot because they forced slow learners to repeat and fast learners to stay in one class the whole year even when they had mastered everything. The 8-4-4 system was criticized for too much focus on summative tests, examinations, and competition. The system burdened the learner with cramming and passing exams. The system used a point

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system at the primary and secondary levels to admit students to the next level, eliminating many learners. Students who received less than 250 marks in KCPE had little chance of moving to good secondary schools. Students who received less than a D+ in KCSE had little chance of reaching the next level and were often regarded as having failed. In the 2018 KCSE examination results, over 140,000 candidates received D and below. The high wastage at primary and secondary school terminal examinations was one of its weakest points. The CBC can avoid the pitfalls of prematurely throwing learners out of the education system (Amutabi, 2019).

In Tanzania, a competence-based curriculum was presented in 2005 following the curriculum review process. The revised curriculum first emphasized competence development rather than acquiring content knowledge (MoEC, 2005). Secondly, the curriculum stresses using learner-centered activities-based pedagogy during teaching and learning. The pedagogy should direct the use of participatory teaching and learning strategies as much as possible to help learners demonstrate self-esteem, confidence, and assertiveness (MoEC, 2005). Third, it emphasized using formative assessment focused on target competencies, according to Kitta and Tillya (2010). The revised curriculum emphasized that teachers assess student achievement frequently using authentic assessment methods focusing on knowledge, skills, and attitude.

2.0 Literature Review.

This section presents the literature review for assessing the Competence Curriculum's implementation. It provides a Theoretical Framework for the Study based on Social Constructivism.

2.1 Theoretical Framework of the Study

The study was guided by Social Constructivism theory. Constructivism is a vital learning theory that educators use to help their students to learn. Jean Piaget introduced the theory in 1896 -1980. Constructivism is based on the idea that people actively construct or make their knowledge, and the reality is determined by your experiences as a learner. Social

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constructivism focuses on the collaborative nature of learning; understanding develops from how people interact with each other, their culture, and society at large. Students rely on others to help create their building blocks, and learning from others helps them to construct their knowledge and reality. Social constructivism comes from Lev Vygotsky and is closely connected to cognitive constructivism with the added societal and peer influence.

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3.0 Materials and Methods

This Study employed a case study design. The Study engaged education officers in secondary schools, principals or head mistress, teachers, and students from public secondary schools. Also, the Qualitative research approach was employed in this study because it involved the collection of a wealth of narrative data and visual data in a naturalistic setting and giving interaction between one person and another person. The study was conducted at Iringa Municipal in three selected public secondary schools. Samples of 47 informants were involved. Additionally, interviews, focus group discussions, and observation were used as data collection methods. Data collected were analyzed thematically.

4.0 Findings

4.1 Challenges Facing Teachers in the Implementation of Competence-Based Curriculum in Secondary Schools in Iringa Municipal

Different challenges have been noted while implementing the Competence Curriculum in Iringa Municipality, such as Shortage of time, Limited Knowledge, and Shortage of Teaching and Learning resources. Each of the challenges noted is explained in detail hereunder.

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4.1.2 Shortage of time

Different challenges have been noted while implementing a Competence-Based Curriculum in Iringa Municipality. The researcher asked secondary school teachers from the schools visited to identify the challenges they face during the teaching and learning process using Competence Curriculum approaches; the following were their voices:

Competence-based Curriculum implementation becomes difficult due to the limited time allocated; for instance, my subject has topics that must be covered within a single academic year. If I use Competence-based Curriculum methods, I will find that all listed topics in the syllabus are ongoing. (Interviewed held with Civics teacher from school A).

Additionally, the Biology teacher of school B said that;

Using Competence Based Curriculum teaching techniques/methods like presentation and portfolio is time-consuming because they demand much time. (Interviewed held with Biology teacher from school B).

The above interview held by a Civics teacher from school A said that a Competence Curriculum is challenging to implement because of the time allocated to that subject; if he uses Competence Curriculum methods, he will delay covering all topics. So teachers use traditional methods to protect all their issues on time. Also, the interview was held with a Biology teacher from school A. The findings show that competence-based-based learning consumes a lot of time using Competence-based Curriculum methods like presentation and portfolio.

4.1.3 Limited Knowledge

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Teachers have mentioned limited knowledge among secondary school teachers as one of the challenges that cause the implementation of a Competence Curriculum to be complicated. Teachers need to be more informed about the Competence Curriculum, so applying Competence Curriculum methods becomes impossible. The interview supports this statement:

I need to improve in using Competent Curriculum methods when teaching my students, and therefore, I opt to use content-based strategies to rescue the situation. (Interviewed held with Biology teacher from school A).

The above quotation revealed that the teacher is incompetent in using Competence-based methods, so he opts to use content-based strategies to rescue the situation that is not good for student achievement. So he lacks enough knowledge on how to practice the Competence Based Curriculum.;

Additionally, a Physics teacher from school B said:

Different Competence Curriculum methods and approaches are well-known and very popular, but the issue that comes to me is my limited knowledge of how to use them. (Interviewed held with Physics teacher from school B)

The above finding revealed that teachers have some knowledge of Competence-Based methods and approaches but lack knowledge on how to use them for students, which implies that teachers lack enough ability to practice with students. So, the teacher needs enough knowledge to implement a competence-based Curriculum.

4.1.4 Shortage of Teaching and Learning Resources

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Shortages of Teaching and Learning resources have been a big challenge facing secondary school teachers in implementing a Competence Based Curriculum in Iringa Municipality. Most visited schools need more classrooms. Shortage of teaching and learning facilities, particularly the ICT tools. For the matter of evidence, the following interviews with teachers, heads of schools, and secondary school education officers prove this statement:

Imagine my class consists of more than sixty (60) students where others don't even have chairs and desks; now, in that situation, how can teaching and learning by using Competence-based methods like group discussion and presentation be successful in a class like this? I think the answer is NO. (Interviewed held with Basic Mathematics teacher from school A).

The above quotation shows that there needs to be more chairs and desks in the classroom, which hinders the application of Competent Curriculum methods like group discussion and presentation. So, to implement a competence-based Curriculum it needs enough learning resources.

Additionally, a Chemistry teacher from school B said:

In today's time, science and technology have developed to a great extent. Teaching and learning of Competence Based Curriculum is integrated with ICT technology. Still, unfortunately enough, my schools don't have even a single computer except a tablet, which I obtained from the government in recent times. Therefore, it becomes difficult to use tools like projectors, sound recorders, etc., which are highly recommended as Competency Based Curriculum teaching and learning Aids. (Interviewed held with Chemistry teacher from school B).

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The above quotation shows that the school lacks computers, projectors, and sound recorders, which help apply a Competence-based curriculum, so it implies that a lack of ICT technology hinders teachers from using Competence-based with their students in and outside the classroom.

5.0 Conclusions and Recommendations

Three (3) main challenges face teachers when implementing a Competence Based Curriculum. These challenges are a shortage of time, limited knowledge about the Competence Based Curriculum, and a shortage of teaching and learning resources. In need of time, the teachers claimed they needed to rely on a competent Curriculum to finish the topics on time. Thus, at the end of the academic year, they leave the students to sit in their final examinations with unfinished/untaught cases. In limited knowledge about the Competence Based Curriculum, the teachers revealed little knowledge about the Competence Based Curriculum. They caused them not to use it or to use it partially or wrongly. A shortage of teaching and learning resources, involving a Shortage of infrastructures to support teaching and learning using a Competence Curriculum like scarcity of chairs and desks, teaching and learning rooms/classes, lack of ICT tools and equipment, and Shortage of funds allocated by the government to the education sector. Implementing a Competence Based Curriculum should go hand in hand with preparing suitable/conducive environments or requirements.

The government and other education stakeholders should prepare teaching and learning environments that support using Competence Based Curriculum approaches to enable teachers to implement Competence Based Curriculum successfully.

The Ministry of Education, Science, and Technology should develop an implementable curriculum to ensure other education objectives are reached due to limited time.

The Ministry of Education, Science, and Technology should go to developed countries to learn from them to overcome the challenges encountered in our education system, especially implementing a Competence-based Curriculum.

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There should be follow-up mechanisms by The Ministry of Education, Science and Technology, and schools in particular for competent curriculum teaching approaches offered by secondary school teachers in Tanzania.

Similar studies should be conducted on other parts of assessing the implementation of the Competence Curriculum in Tanzania.

Another study should be conducted to examine how teachers training colleges and universities in Tanzania Train teachers about competence-based curricula in secondary schools.

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